Connect

Term 1

preparation

Primary 3

By : Mr . Ekramy Ramadan

School : ....

Teacher's name: ....

Grade : Three Primary.

Year : 2020 / 2021





Time table

Morning	Afternoon	Days	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
		Saturday								
		Sunday								
		Monday								
		Tuesday								
		Wednesday								
		Thursday								

Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1st Period					
2nd Period					
3rd Period					
4th Period					
5th Period					
6th Period					
7th Period					
8th Period					

Syllabus Distribution
Plan of Education year
20….. / 20…..

Primary ………………			
Months	**Term**	**Sections**	**Remarks**
September *October* *November* *December* *January*	First Term	Units………………………. Units………………………. Units………………………. Units………………………. Units……………………….	Connect Student's book
February *March* *April* *May*	Second Term	Units………………………. Units………………………. Units………………………. Units……………………….	Connect Student's book

Teacher ……………… **Supervisor** ……………… **School manager** ………………



Objectives of Teaching English as a foreign Language in The Primary Stage

By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

1- Listening :

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructors – class routine.
- Listen to and understand the time on the hours.



2- Speaking :

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age …………"

3- Reading :

- Identify sound – letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight – read vocabulary in context.

4- Writing :

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



Learning English outcome for Primary Three

Learning English outcome for Primary connect 3 First term 2020 - 2021

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross curriculum topic	strategies	assessment
Unit one I feel happy!	angry, excited, happy, hungry, sad, thirsty, tired	How do you feel? I feel tired. He feels happy. She is excited.	ee: feel, bee, sleep ea: leaf, clean, eat, meat	Communication skills: Self-expression: Talking about feelings	Perseverance Compassion	Social participation Preventative health	Science: Living a healthy lifestyle Math: Measuring lengths using millimeters and centimeters; Using bar charts	Pair-Work Role-play	Measuring drawing
Unit Two What's the matter?	cold, cough, fever, headache, sick, well; stomach, bone, heart, skin	What's the matter? I have a fever. I'm sick because I have a headache.	ck: sick, black sk: skin, skirt, sky	Self-management: Realizing the importance of keeping safe while using medicines; keeping healthy Empathy Resilience	Independence and Compassion	Therapeutic health Preventative health	Science: Parts of the body; Personal hygiene; Medicines and safety	Pair-Work Role-play classification	Ask And Answer Make a poster
Unit 3 On the weekend	collect magnets, draw pictures, listen to music, play sports, sing a song, take photos; light and dark colors	I am playing sports. I like (playing sports), but I don't like (singing). I draw pictures on Saturday. I play tennis at ten thirty-five.	ng: sing, fishing sp: sports, space, spider	Creativity Empathy	Participation and compassion	Non-discrimination for people with special needs	Math: Telling the exact time Art: Describing colors Science: Magnets	Pair-Work Role-Play Group work	Make a Diary Make A magnetic Fishing Game
Review 1	Revision from units 1-3		Self-Assessment						

Learning English outcome for Primary Three

Learning English outcome for Primary connect 3 First term 2020 - 2021

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross curriculum topic	strategies	assessment
Unit four At home	armchair, bookcase, chair, clock, cupboard, lamp, couch, table, television	What's in the living room? There's a clock. It's next to the bookcase. There are chairs across from the TV.	air: hair, chair, pair ear: ear, beard	Collaboration	Cooperation Respect	Loyalty and belonging	Social Studies: Helping at home Math: Multiplication and division Science: Natural resources in Egypt	Role-Play Singing Brain storming	Talking About Natural Resource In Egypt
Unit five At the zoo	elephant, giraffe, hippo, lion, panda, penguin; plant, pollute, recycle, reuse, glass, paper, plastic	Where are the hippos? Go straight. Turn left/right. How about going to the elephants? Good idea!	ph: photo, elephant wh: white, whale when, where	Communication Critical thinking	Independence Curiosity	Awareness of duties and rights Environmental responsibility	Social Studies: Using a map Science: Animal habitats Math: Understanding fractions	Group-Work classification	Talking About Favorite Zoo animals
Unit six Let's go to the circus!	clown, ringmaster, dog trainer, trapeze artist, quadrilaterals, square, rectangle, rhombus, angle, side, corner, circus people, tally chart, bar chart	What does the clown look like? He is tall and thin. What's that? It's my pencil case. It's my rectangle	ou: cloud, mouse, mouth, young ow: clown, cow	Respect for diversity Creativity: Appreciation of art and skills Problem solving	Curiosity Appreciation of science	Community participation Environmental responsibility	Art: Performing art Math: Quadrilaterals; Finding information on a graph Science: Using simple experiments to answer a question	Pair – Work Problem solving	Make A Scientific method
Review 2	Revision from units 4 - 6								

Connect reading adventures The story (Malak`s Dream)





Date			
Period			
Class			



Contents	Unit 1	I feel happy	Lesson: 1	Page:2/3
objectives	1-To learn about feelings and use them in sentences. 2-To ask and answer about feelings using: how do you feel?			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Social participation – Preventative health.			
Values	Perseverance compassion.			
Skills	Communication skills- self-expression.			
	Lesson Procedures			
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.			
Warm up	Revise the family members from last year, and some famous words such as tree, book, fish and body parts.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the new words: feel- happy- sad-tired angry- excited – hungry – thirsty- hot, and then They will repeat then look and say the word using cards. Language: how do you feel? / I feel (happy, sad... etc.). She feels tired – She is excited.			
Refer To teacher's guide page	Page 2-3			
Exercise	No1 :1		Page : 3	
Exercise	No2:1		Page : 3	
Assessment	I will get a student to come and say the feelings using cards.			
Closing	Say the next time we will read a story about feelings.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



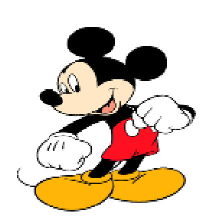
Contents	Unit 1	I feel happy	Lesson: 2	Page :4/5
objectives	1- To ask and answer using "How do you feel?" and answer using " I feel ……". 2- To speak about ability using I can ….. 3- To feel compassion for a person.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Social participation – Preventative health.			
Values	Perseverance compassion.			
Skills	Communication skills- self-expression.			
	Lesson Procedures			
Review	I will greet the class saying good morning. Ask about words from the last lesson.			
Warm up	Ask about feelings using: How do you feel today?			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words juice- unhappy – kitchen – find – kind – living room – make a sandwich – great - game. I will put the photos on the board. I will give everyone a photo and I will get them to revise the words. Language: I can make a sandwich.			
Refer To teacher's guide page	Pages 4/5			
Exercise	No1 :1,2		Page : 4	
Exercise	No2:1, 2		Page : 5	
Assessment	Ask the pupils to speak about the story that they listen to.			
Closing	Say good bye. Next time we will learn about healthy and unhealthy food.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 1	I feel happy	Lesson : 3	Page :6/7
Objectives	1-To identify and talk about healthy and unhealthy food and habits.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
Issues	Social participation – Preventative health.			
Values	Perseverance compassion.			
Skills	Communication skills- self-expression.			
	Lesson Procedures			
Review	I will say good morning. Ask about the feelings.			
Warm up	I will get the pupils to answer How do you feel? I feel			
Presentation New Vocabulary and structures.	New vocabulary: apple – banana – grapes- strawberry- fish -rice-cheese – burger-chocolate- ice cream. I will get them to listen and repeat. I will play this game with the pupils to listen and point to the word, then look and say the word that I raise its photo. Language: rice is healthy food. Burger is unhealthy food.			
Refer To teacher's guide page	Pages 6 /7			
Exercise	No1 :1,2		Page : 6	
Exercise	No2: 1,2		Page : 7	
Assessment	Trace and complete the words, spell the words.			
Closing	Say good bye. We will learn about healthy and unhealthy verbs.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



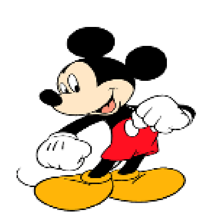
Contents	Unit 1	I feel happy	Lesson : 4	Page :8/9
objectives	1-To discuss the importance of doing healthy verbs. 2- To speak and find ways to keep health. 3-To identify unhealthy verbs to avoid doing them.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Social participation – Preventative health.			
Values	Perseverance compassion.			
Skills	Communication skills- self-expression.			
	Lesson Procedures			
Review	Welcome saying good morning, Say words are healthy food.			
Warm up	Tell me some unhealthy food. How do you feel today?			
Presentation New Vocabulary and structures.	Vocabulary: drink – eat – sleep- play – go by car –walk – exercise – Don't- water- sports- vegetables .I will get them to repeat, then I will teach the sentences. Language: I don't eat burger - I play sports.			
Refer To teacher's guide page	Pages 8/9			
Exercise	No1 :1/2		Page : 8	
Exercise	No2: 1/2		Page : 9	
Assessment	I will get a student to come to the front and say sentences we do to protect our health.			
Closing	Say the next time we will learn long e vowel (ee – ea).			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 1	I feel happy	Lesson : 5	Page :10/11
objectives	To recognize and produce the sounds long /i/ vowel (ee – and ea). 2- To find words with long /i/ sound (ee and ea). 3- To learn about writing skills capital letters and period.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Social participation – Preventative health.			
Values	Perseverance compassion.			
Skills	Communication skills- self-expression.			
	Lesson Procedures			
Review	Greet the class saying good morning; revise the words from last lesson.			
Warm up	I will get a pupil to say words are healthy food.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: feel- bee - sleep- leaf- clean – eat- meat - I will get them to repeat. I will get them to listen and repeat after me .I will play a game with them to listen and point to the picture. Language: Capital letter and full stop. I like meat.			
Refer To teacher's guide page	Pages 10/11			
Exercise	No1 :1		Page : 10	
Exercise	No2: 2		Page : 11	
Assessment	Say words have (ee) then say words have (ea).			
Closing	Say next we will learn about measurements .Say good bye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 1	I feel happy	Lesson : 6	Page :12/17
objectives	1-To ask and answer with "How tall" and "How long". 2- To identify how tall and how long. 3- To identify millimeter and centimeter.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Social participation – Preventative health.			
Values	Perseverance compassion.			
Skills	Communication skills- self-expression.			
	Lesson Procedures			
Review	Smile for the children and I will greet them. Revise the feelings.			
Warm up	Say words have (ee) and words have (ea)letters: sound long (e) .			
Presentation New Vocabulary and structures.	Vocabulary: I will teach: centimeter - millimeter - meter – how tall – how long - cut –choose- draw- paper- stick- lunchbox. Teach the words using flash cards , then I will play with the children a game to make a healthy lunchbox. Language: How tall is Adam? & He is 128.5 cm. How long is the ruler? & It's 20 cm. It's my healthy lunchbox.			
Refer To teacher's guide page	Pages 12/17			
Exercise	No1 :1,2		Page : 12/13/14	
Exercise	No2: 1,2		Page : 15/16/17	
Assessment	How tall are you? : How long is the pencil?			
Closing	Saying good bye, next time we will learn about illness and health.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 2	What's the matter?	Lesson :1	Page :18/19
objectives	1-To identify and learn about different illnesses. 2- To learn how to offer help to someone feeling ill. 3-To express empathy.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Therapeutic health – preventative health.			
Values	Perseverance - compassion.			
Skills	Self-management- Empathy – resilience.			
	Lesson Procedures			
Review	Greet the class saying good morning. Say the numbers 20 to 100.			
Warm up	Review the question, How many ……. are there?			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: cold - cough- fever – sick - headache – ok- get- anything – glass of water- medicine. I will use the cards to teach the words. Language: What is the matter? & I have a headache/cold / cough. I feel sick.			
Refer To teacher's guide page	Pages 18/19			
Exercise	No1 :1		Page : 19	
Exercise	No2: 2		Page : 19	
Assessment	Ask and answer about the matter using What is the matter.			
Closing	Saying good bye, next time will learn parts of the body.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○





Date			
Period			
Class			



Contents	Unit 2	What's the matter?	Lesson:2	Page :20/21
objectives	1- To identify the parts of the body. 2- To know what the part of the body does. 3- To read and speak about the part of the body.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Therapeutic health – preventative health.			
Values	Perseverance - compassion.			
Skills	Self-management- Empathy – resilience.			
	Lesson Procedures			
Review	Smile for the children and I will greet them. Revise the feelings.			
Warm up	Revise asking with how tall and how long.			
Presentation New Vocabulary and structures.	Vocabulary: I will revise the words: nose- heart – hand – arm -body – bone- skin- stomach – pump –blood – protect – digest- help- move. I will teach the words using flash cards. I will get them to play a game, listen and point to the picture. Language: This is my skin/heart / bone / stomach. It protects/ pumps / helps/ digests.			
Refer To teacher's guide page	Pages 20/21			
Exercise	No1 :1		Page : 21	
Exercise	No2: 2		Page : 21	
Assessment	Say the part of the body, and what does it do?			
Closing	I will tell them next time we will learn about therapeutic health.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 2	What's the matter?	Lesson:3	Page :22/23
objectives	1- To identify and describe the illness. 2- To know about the therapeutic health. 3- To learn about medicine and safety.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Therapeutic health – preventative health.			
Values	Perseverance - compassion.			
Skills	Self-management- Empathy – resilience.			
	Lesson Procedures			
Review	Greet the class. Say the illness and the body parts.			
Warm up	Answer: what does the part of the body do?			
Presentation New Vocabulary and structures.	Vocabulary: low cupboard – doctor – without an adult – high shelf – dangerous – safe - nurse –check our health - give. I will teach the words using cards. Language: Nurses help us. They are very kind. Take medicine with an adult.			
Refer To teacher's guide page	Pages 22/23			
Exercise	No1 :1,2		Page : 22	
Exercise	No2: 1,2,3		Page : 23	
Assessment	Compare between dangerous and safe using of medicine.			
Closing	I will say good bye, next we will learn new sounds (ck - sk).			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 2	What's the matter?	Lesson:4	Page :24/25
objectives	1-To recognize and produce the letter sounds (ck), and (sk). 2-To find words with the sounds (ck) , and (sk).			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Therapeutic health – preventative health.			
Values	Perseverance - compassion.			
Skills	Self-management- Empathy – resilience.			
	Lesson Procedures			
Review	Greet the class; revise the parts of the body and the illness.			
Warm up	Ask about dangerous and safe using of the medicine.			
Presentation New Vocabulary and structures.	Vocabulary: sick – skin- black - kick –skirt – sky – speak - skip, I will teach the words using cards. Language: put a question mark (?) at the end of a question. Does his stomach hurt?			
Refer To teacher's guide page	Pages 24/25			
Exercise	No1 :1,2		Page : 24	
Exercise	No2: 1,2		Page : 25	
Assessment	Say words have (ck) sound and words have (sk) sound.			
Closing	I will say good bye, we will learn how to keep our health next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 2	What's the matter?	Lesson:5	Page 26/29
objectives	1-To read and know how to keep healthy. 2-To know and speak about preventative health.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Therapeutic health – preventative health.			
Values	Perseverance – Independence- personal hygiene.			
Skills	Self-management- Empathy – resilience.			
	Lesson Procedures			
Review	Greet the children. Say words have sound (ck) and (sk).			
Warm up	Say the illness. Revise the body parts and their jobs.			
Presentation New Vocabulary and structures.	Vocabulary: Don't touch your face – cover – tissue – soap –wash – smile and be happy- well- healthy food- exercise. Language: Do you like your job? & What do you do? What's your name? & Where do you work?			
Refer To teacher's guide page	Pages 26/29			
Exercise	No1 :1,2		Page : 26,27	
Exercise	No2: 1,2		Page : 28,29	
Assessment	Ask and answer about your job use (a doctor- teacher).			
Closing	I will say good bye, next we will make a poster for our class.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 2	What's the matter?	Lesson:6	Page :30/33
objectives	1- To know how to keep the school clean. 2- To work with a group to make a poster. 3-To read and talk about ways to keep healthy.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Therapeutic health – preventative health.			
Values	Perseverance - compassion.			
Skills	Self-management- Empathy – resilience.			
	Lesson Procedures			
Review	Greet the children, revise the sound (ck) and (sk) from last lesson.			
Warm up	Say the illness, Answer questions about a job.			
Presentation New Vocabulary and structures.	Vocabulary: scissors – colored pens and pencils – poster paper – cut – glue – help – teacher- ideas. Language: I cover my face when I have a cold. I drink water with lemon when I have a cough.			
Refer To teacher's guide page	Pages 30/33			
Exercise	No1 :1,2		Page : 30,31	
Exercise	No2: 1,2		Page : 32,33	
Assessment	Get the pupils to show their posters to each group.			
Closing	I will say good bye, next we will learn about the weekend.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 3	On the weekend	Lesson: 1	Page :34/35
objectives	1- To identify and talk about hobbies using like / don't like. 2- To ask and answer using the present continuous tense. 3- Ask and answer with do you like + V- ing.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Participation and compassion.			
Skills	Creativity – Empathy.			
	Lesson Procedures			
Review	Revise the sounds ee ,ea , ck , sk and words have the sounds.			
Warm up	Revise the feelings and the illness words.			
Presentation New Vocabulary and structures.	Vocabulary: listening to music-playing sports- drawing pictures- collecting magnets – taking photos – singing a song- old – new – love – like- pop music. Language: I am playing./ He, she , it is playing / you, we, they are listening to music ,drawing pictures ….etc. Do you like collecting magnets? & Yes, I do.			
Refer To teacher's guide page	Pages 34/35			
Exercise	No1 :1		Page : 35	
Exercise	No2: 2		Page : 35	
Assessment	What is she drawing? Revise the words and sentences.			
Closing	I will tell them next we will learn dark and light colors.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit : 3	On the weekend	Lesson:2	Page :36/37
objectives	1- To use (and) and (but) to tell about hobbies. 2- To identify and use light and dark colors. 3- To remember and identify the colors. 4- To ask and answer about things you like and don't like.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Participation and compassion.			
Skills	Creativity – Empathy.			
	Lesson Procedures			
Review	Greet the class; revise the sentences from the last lesson.			
Warm up	Ask and answer about hobbies, what do you like doing?			
Presentation New Vocabulary and structures.	Vocabulary: and – but - pink – green – orange-black- yellow – green – blue - white - red- gray -dark and light colors. Language: I like drawing and playing sports. I like drawing but I don't like taking photos. * What do you like to do? * What don't you like to do?			
Refer To teacher's guide page	Pages 36/37			
Exercise	No1 :1/2		Page : 36	
Exercise	No2: 1/2		Page : 37	
Assessment	Say the colors; I will use the flash cards to revise all the words.			
Closing	I will say goodbye, next we will learn about telling the time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit : 3	On the weekend	Lesson:3	Page :38/39
objectives	1- To ask and answer using what do you do on the weekend. 2- To make a diary and complete it using daily verbs. 3- To tell the time in different ways. 4- To learn about weekend plans.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Participation and compassion.			
Skills	Creativity – Empathy.			
	Lesson Procedures			
Review	Greet the class; revise the sentences with (and) & (but).			
Warm up	Ask and answer about hobbies, what do you like doing?			
Presentation New Vocabulary and structures.	Vocabulary: - art class- have lunch – play tennis- - diary -half past – quarter past – quarter to – numbers(1- 100). Language What do you do on the weekend? & I collect magnet What do you do on Saturdays? & I play tennis. What time is it? & It's half past two = It's two thirty.			
Refer To teacher's guide page	Pages 38/39			
Exercise	No1 :1,2		Page : 38	
Exercise	No2: 1,2		Page : 39	
Assessment	Ask and answer using: What do you do on the weekend?			
Closing	I will say goodbye next we will learn about the magnet.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○



Class			
Period			
Class			



Contents	Unit: 3	On the weekend	Lesson:4	Page :40/41
objectives	1-To know some facts and information about the magnet. 2- To identify things that the magnet attracts and things that the magnet doesn't attract. 3- To talk about common household items.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Participation and compassion.			
Skills	Creativity – Empathy.			
	Lesson Procedures			
Review	Greet the class; revise the numbers and colors.			
Warm up	Ask and answer about the time using: What time is it?			
Presentation New Vocabulary and structures.	Vocabulary: south pole- north pole- bottle –string – nail – coin - paperclip – glue- pull together- push away- repel- end- center. Language: A magnet attracts metal objects. A magnet has two poles. The north pole attracts the south pole but the same poles repel. The pole is the end of a magnet.			
Refer To teacher's guide page	Pages 40/41			
Exercise	No1 :1,2		Page : 40	
Exercise	No2: 1,2		Page : 41	
Assessment	Say a sentence about the magnet, check answers.			
Closing	I will tell them that we will learn new sounds next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit : 3	On the weekend	Lesson:5	Page :42/43
objectives	1-To recognize and produce the letter sounds (ng) and (sp). 2- To find words with (ng) and (sp) sounds. 3- To use an exclamation mark to show a strong feeling.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Participation and compassion.			
Skills	Creativity – Empathy.			
	Lesson Procedures			
Review	Greet the class, Say the feelings and illness words			
Warm up	Say words have the sounds ea , ee – sk- ck .			
Presentation New Vocabulary and structures.	Vocabulary: sing – fishing –speaking- living room- king- sports- space – spider. I will get them to repeat, I will use cards to teach the words. I will get them to try to find more words have these sounds. Language: Use full stop (.), question mark (?) and exclamation mark (!) to end a sentence. I am Egyptian. What's your name? I feel excited!			
Refer To teacher's guide page	Pages 42/43			
Exercise	No1 :1,2		Page : 42	
Exercise	No2: 1,2		Page : 43	
Assessment	Ask them to say words have the sounds ng - sp.			
Closing	I will tell them we will read a text about people with special needs the next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit :3	On the weekend	Lesson:6	Page :44/55
objectives	1- To learn about sign language. 2-To listen and read a story about people with special needs.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Participation and compassion.			
Skills	Creativity – Empathy.			
	Lesson Procedures			
Review	Greet the children; Revise the colors, feelings and illness.			
Warm up	Say words have the sounds "ng" and "sp".			
Presentation New Vocabulary and structures.	Vocabulary: special needs – sign language- understand – hear- try – bowl – box- attach – wooden stick. Language: Play – playing – and – but ((revise)). It's my fishing game. The magnet attracts the metal.			
Refer To teacher's guide page	Pages 44/49			
Exercise	No1 :1,2	Page : 45/46/47		
Exercise	No2: 1,2	Page : 48/49		
Assessment	Show you fishing game to your friends.			
Closing	I will tell them we will revise all the words and sentences that we learn next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents		Review 1	Part: 1	Page :50/51
objectives	To revise the vocabulary and language from units (1 to 3).			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Social participation – Therapeutic health.			
Values	Perseverance – Participation- Compassion.			
Skills	Self-management – Self- assessment.			
	Lesson Procedures			
Review	Greet the children, say words have" ck "and "sk" sounds.			
Warm up	Revise the feelings. Revise illness and colors.			
Presentation New Vocabulary and structures.	Vocabulary: Revise the words from units (1-3): Feelings (sad – old - happy – excited- angry – hungry- thirsty) illness (cold – cough- headache- fever) and colors (light and dark colors). Language: Ask and answer: How do you feel? What are you drawing? What's the matter? What do you do on Saturdays?			
Refer To teacher's guide page	Pages 50/51			
Exercise	No1 :1/2		Page : 50	
Exercise	No2: 1/2		Page : 51	
Assessment	Say the part of the body and what does it do?			
Closing	I will say goodbye, next time we will revise all sounds.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents		Review 1	Part: 2	Page :52/55
objectives	1-To revise the letter sounds from units (1 to 3) , (long /i/ (ee) – (ea) – sk –ck - ng – sp). 2- To evaluate progress in units (1 to 3).			
Materials	Student book – C D – real objects – Teacher's guide – The board – Flash cards			
issues	Social participation – Therapeutic health.			
Values	Perseverance – Participation - Compassion.			
Skills	Self-management – Self- assessment.			
	Lesson Procedures			
Review	Greet the children, say words have" ck "and "sk" sounds.			
Warm up	Revise the feelings. Revise illness and colors.			
Presentation New Vocabulary and structures.	Vocabulary: Revise the words with different sounds (meat- sea – tree-bee- queen- kick – sick – sky- skirt- king – sing- sport – spider). Language: Write using capital letters, "full stop", "question mark" and "exclamation mark". She is thirsty. What is the matter? I feel excited!			
Refer To teacher's guide page	Pages 52/55			
Exercise	No1 :1/2		Page : 52/53	
Exercise	No2: 1/2		Page : 54/55	
Assessment	I will get a pupil to say words have the sound (ea – ng).			
Closing	I will tell them that we will learn about the home next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit: 4	I love my home	Lesson:1	Page :58/59
Objectives	1- To know and identify home items. 2-To ask and answer about the place of something using "where". 3- To use the present continuous tense to ask and answer.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
Issues	Loyalty and belonging.			
Values	Cooperation – Respect.			
Skills	Collaboration.			
	Lesson Procedures			
Review	Greet the children, revise the illness and colors.			
Warm up	Revise the sentence of magnets from the last unit.			
Presentation New Vocabulary and structures.	Vocabulary: armchair - cupboard- couch- table – lamp – chair- clock – bookcase-television- look for- know-on- in –next to. Language: What are you doing? I'm looking for the book. What's in your living room? There's a chair. Where is the book? It's in the cupboard.			
Refer To teacher's guide page	Pages 58/59			
Exercise	No1 :1/2		Page : 55	
Exercise	No2: 1/2		Page : 59	
Assessment	I will ask: What are you doing? And check the pupils' answers.			
Closing	I will tell them we will learn about helping at home next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit : 4	I love my home	Lesson: 2	Page :60/61
Objectives	1-To ask and answer about the place using prepositions. 2- To identify and read sentences about helping at home. 3- To talk about chores.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
Issues	Loyalty and belonging.			
Values	Cooperation – Respect.			
Skills	Collaboration.			
	Lesson Procedures			
Review	Greet the children, review the feeling adjectives.			
Warm up	Revise the colors and illness. Answer" What's in your living room?"			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: on- next to- behind- under- make the bed- feed the cat – cut the vegetables- sweep the floor- set the table. Language: What's in your living room? & There's a clock, ... How can you help at home? & make the bed, feed the cat, set the table, cut vegetables, sweep the floor.			
Refer To teacher's guide page	Pages 60/61			
Exercise	No1 :1,2		Page : 60	
Exercise	No2:1, 2		Page : 61	
Assessment	Ask them "How can you help at home?" check answers.			
Closing	I will tell them we will learn about math next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit :4	I love my home	Lesson: 3	Page :62/63
Objectives	1-To learn about multiply numbers in English. 2-To learn how to use an array to do multiplication sums.			
Materials	Student book ☐ / C D ☐	real objects ☐ / Teacher's guide ☐	The board ☐ / Flash cards ☐	
issues	Loyalty and belonging.			
Values	Cooperation – Respect.			
Skills	Collaboration.			
	Lesson Procedures			
Review	Greet the children; Say the numbers from 10 to 100.			
Warm up	Say the things at home, answer what's in your living room?			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: Multiplication - adding- same - division- again – equal – times – separating – groups – divided by. Language: What are four times five? & Four times five is twenty.			
Refer To teacher's guide page	Pages 62/63			
Exercise	No1 :1		Page : 63	
Exercise	No2: 2		Page : 63	
Assessment	What are six times five?, check answers.			
Closing	Next we will learn some new sounds. Then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 4	I love my home	Lesson: 4	Page :64/65
objectives	1-To recognize and produce the letter sounds (air), and (ear). 2-To find words with the sounds (air), and (ear).			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Loyalty and belonging.			
Values	Cooperation – Respect.			
Skills	Collaboration.			
	Lesson Procedures			
Review	Greet the children; revise the words and phrases from the last lesson.			
Warm up	Revise the multiplication and division using easy numbers.			
Presentation New Vocabulary and structures.	Vocabulary: hair – chair- pair – ear – beard – comma- list – playing cards- collecting magnets. Language: We *use a comma" , " when we write a list.* *I like ice cream, chocolate and candy.*			
Refer To teacher's guide page	Pages 64/65			
Exercise	No1 :1		Page : 64	
Exercise	No2: 2		Page : 65	
Assessment	Say words have the sound "ear" and words have the sound "air".			
Closing	I will tell them we will learn about natural resources in Egypt next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯



Date			
Period			
Class			



Contents	Unit 4	I love my home	Lesson: 5	Page :66/69
objectives	1-To learn and talk about natural resources. 2-To read and identify natural resources in Egypt. 3-To talk about things are made of… and made for…..			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Loyalty and belonging.			
Values	Cooperation – Respect.			
Skills	Collaboration.			
	Lesson Procedures			
Review	I will greet the class. Revise the words from the last lesson.			
Warm up	I will ask: How do you feel today? Check answers to revise feelings.			
Presentation New Vocabulary and structures.	Vocabulary: Egypt – iron ore –metal - knife – spoon –bike – nail – paper clip –rocks – sand - melt – office – natural- resource- bowl – liquid – shape- chemical- desert. Language: Our bikes are made of metal. We use a knife for our food.			
Refer To teacher's guide page	Pages 66/69			
Exercise	No1 :1,2		Page : 66.67	
Exercise	No2: 1,2		Page : 68.69	
Assessment	Say some natural resources in Egypt.			
Closing	I will say good bye, next time we will revise this unit.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit: 4	I love my home	Lesson:6	Page :70/73
objectives	1-To recognize and revise the letter sound (ear and air). 2- To revise multiplication and division. 3-To play and finish a bug math game.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Loyalty and belonging.			
Values	Cooperation – Respect.			
Skills	Collaboration.			
	Lesson Procedures			
Review	Greet the class; revise the natural resources in Egypt.			
Warm up	Ask and answer: What's in your living room?			
Presentation New Vocabulary and structures.	Vocabulary: divided by- multiplication- armchair- table- lamp- floor - bed- cupboard- bookcase- chair – clock - sofa. Language: Question: What's 15 divided by 3? Answer: 15 divided by 3, 5. Question: What's 6 X 3? Answer: 6 multiply 3 is 18.			
Refer To teacher's guide page	Pages 70/73			
Exercise	No1 :1,2		Page : 70-71	
Exercise	No2: 1,2		Page : 72-73	
Assessment	Ask and check the answers: What's in your living room?			
Closing	I will say good bye. Next we will learn about the zoo and animals.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit : 5	At the zoo	Lesson: 1	Page :74/75
objectives	1- To identify and talk about the animals using "there are". 2- Ask and answer using "what do you want to see"? 3-To learn how to suggest and accept suggestion.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Awareness of rights and duties- Environmental responsibility.			
Values	Independence curiosity.			
Skills	Communication – Critical thinking.			
	Lesson Procedures			
Review	Greet the children; revise the natural resources in Egypt.			
Warm up	Say words have the sounds: "ear" and "air".			
Presentation New Vocabulary and structures.	Vocabulary: zoo – Let's - idea– animal – elephant – so many –here – excited – skin - penguin- lion – hippo - giraffe- panda – favorite, I will teach these words using cards and get them to listen and repeat, and listen and point to the cards many times. Language: What's your favorite zoo animal? My favorite animal is .... Let's Watch the penguins. & Good Idea.			
Refer To teacher's guide page	Pages 74 /75			
Exercise	No1 :1,2		Page : 74	
Exercise	No2: 1,2		Page : 75	
Assessment	Say the animals, answer: What's your favorite animal?			
Closing	I will tell them we will learn how to use a map next time, then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit :5	At the zoo	Lesson: 2	Page :76/77
objectives	1-To learn and know how to use a map to find a place. 2- To give directions. 2- To identify and know animals and their habitats.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Awareness of rights and duties- environmental responsibility.			
Values	Independence curiosity.			
Skills	Communication – Critical thinking.			
	Lesson Procedures			
Review	Greet the children; revise the animals using cards.			
Warm up	Answer: What's your favorite animal? Check answers.			
Presentation New Vocabulary and structures.	Vocabulary : I will teach the words using cards : map – lion – lions – good idea – go - watch- turn right – turn left – go straight – where – then – how about – on the right- habitat – lake- sea- grassland - bamboo forest-.I will get them to read the words many times. Language: Where are the hippos? & Go straight .Turn right/left. Where does an elephant live? & It lives in grasslands.			
Refer To teacher's guide page	Pages 76/77			
Exercise	No1 :1-2		Page : 76	
Exercise	No2: 1-2		Page : 77	
Assessment	Say the animals then answer: Where does a lion live?			
Closing	I will tell them we will learn the fractions next time, good bye.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit : 5	At the zoo	Lesson : 3	Page :78/79
objectives	1- To identify and use the fractions. 2- To ask and answer using "How many". 3-To make a bar chart using fractions.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Awareness of rights and duties- environmental responsibility.			
Values	Independence curiosity.			
Skills	Communication – Critical thinking.			
	Lesson Procedures			
Review	Greet the children, Revise animals and habitats.			
Warm up	Answer: Where does a panda live? , revise numbers.			
Presentation New Vocabulary and structures.	Vocabulary: fractions- part of – whole - How many? – half – one fourth- one eighth- a half- a third – a fourth – a fifth; I will get them to repeat the words many times. Language: how many pandas are there? & There are 4 pandas. * Fraction- a half – a third – a fourth.			
Refer To teacher's guide page	Pages 78/79			
Exercise	No1 :1,2	Page : 78		
Exercise	No2: 1,2	Page : 79		
Assessment	Revise the fractions using the class items.			
Closing	I will tell them we will learn about the environmental responsibility next time, then I will say good bye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit : 5	At the zoo	Lesson:4	Page :80/81
objectives	1- To talk about environmental responsibility. 2- To learn about helping animals. 3-to learn about recycling things.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Awareness of rights and duties- environmental responsibility.			
Values	Independence curiosity.			
Skills	Communication – Critical thinking.			
	Lesson Procedures			
Review	Greet the children and then revise the fractions and animals			
Warm up	Ask them: where does a giraffe live? Check answers.			
Presentation New Vocabulary and structures.	Vocabulary: sort –plant - reuse – recycle - pollute- plastic – glass – paper - cities – trash – Earth- put- clean – balcony- flower- friends . I will teach these words using cards and get them to repeat. Language: Question: How can you help the animals in Egypt? Answer: Put water, Recycle glass, Plant flowers, Don't put plastic in water, Clean animal habitat.			
Refer To teacher's guide page	Pages 80/81			
Exercise	No1 :1/2		Page : 80	
Exercise	No2: 1/2		Page : 81	
Assessment	How can we help animals? Check answers.			
Closing	I will say goodbye. Next time we will learn new sounds "ph, wh".			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit : 5	At the zoo	Lesson:5	Page :82/83
objectives	1-To recognize and produce the letter sounds (ph), and (wh). 2-To find words with the sounds (ph), and (wh). 3- To read a short text about an animal.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Awareness of rights and duties- environmental responsibility.			
Values	Independence curiosity.			
Skills	Communication – Critical thinking.			
	Lesson Procedures			
Review	Greet the children, revise the animals and habitats.			
Warm up	Ask and check answers: How can we help animals?			
Presentation New Vocabulary and structures.	Vocabulary: photo – elephant –telephone - white – whale- where – when - big – brown – eat – meat – grasslands – Africa - another. Teach the new words using cards. Language: The lion is big and brown. It lives in the grasslands in Africa.it eats meat.			
Refer To teacher's guide page	Pages 82/83			
Exercise	No1 :1/2		Page : 82	
Exercise	No2: 2/2		Page : 83	
Assessment	What's your favorite animal? Say sentences about it.			
Closing	I will say goodbye. Next time we will revise this unit.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit : 5	At the zoo	Lesson:6	Page :84/87
objectives	1- To revise the language of the unit. 2- To talk about an animal using three sentences. 3- To evaluate progress in this unit.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Awareness of rights and duties- environmental responsibility.			
Values	Independence curiosity.			
Skills	Communication – Critical thinking.			
	Lesson Procedures			
Review	Greet the children, revise the words have "wh" and "ph" sounds.			
Warm up	I will get one of them to speak about an animal, check answers.			
Presentation New Vocabulary and structures.	Vocabulary: Revise and teach these words: hippo – beautiful – lion – gray -animal - giraffe – stick – together- piece- puppet – details – trace – ready-carefully – one twelfth. Language: This is my hippo. It is gray and beautiful.			
Refer To teacher's guide page	Pages 84/87			
Exercise	No1 :1/2		Page : 84- 85	
Exercise	No2: 1/2		Page : 86- 87	
Assessment	Draw your favorite animal or make it using paper and show it to your friends, "Say sentences about it".			
Closing	I will say goodbye. Next time we will learn about the circus.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit : 6	Let's go to the circus!	Lesson:1	Page :88/89
objectives	1- To learn and identify people who work at the circus. 2- To ask and answer to describe a person.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Community participation- environmental responsibility.			
Values	Curiosity – Appreciation for science.			
Skills	Respect for diversity – Creativity – problem solving.			
	Lesson Procedures			
Review	Greet the children and then revise words from the last unit.			
Warm up	I will ask them: What's your favorite animal? , Check answers.			
Presentation New Vocabulary and structures.	Vocabulary: circus- forgot- glasses- tent – clown – ringmaster- acrobat- look like- tall – short – fat – thin – dog trainer – juggler – trapeze artist – young – old – wear – why? – can't see. Language: Question: What does the clown look like? Answer: He is tall and thin.			
Refer To teacher's guide page	Pages 88/89			
Exercise	No1 :1/2		Page : 88	
Exercise	No2: 1/2		Page : 89	
Assessment	What does the ringmaster look like? Check answers.			
Closing	I will say goodbye. Next time we will learn about the quadrilaterals.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents	Unit : 6	Let's go to the circus!	Lesson:2	Page :90/91
objectives	1- To identify and know quadrilaterals. 2- To describe the shape using angles and sides. 3- To say colors using American sign language "ASL".			
Materials	Student book / C D / real objects / Teacher's guide / The board / Flash cards			
issues	Community participation- environmental responsibility.			
Values	Curiosity – Appreciation for science.			
Skills	Respect for diversity – Creativity – problem solving.			
	Lesson Procedures			
Review	Greet the children then revise the circus people and adjectives.			
Warm up	I will ask them: What does your father look like? Check answers.			
Presentation New Vocabulary and structures.	Vocabulary: quadrilaterals – square – rectangle – rhombus – angle – line- corner- side- equal- sometimes- different- shapes – pencil case - sign language- right angles. Language: A square has 4 sides. All the sides are equal. It has 4 right angles and 4 corners.			
Refer To teacher's guide page	Pages 90/91			
Exercise	No1 :1/2		Page : 90	
Exercise	No2: 1/2		Page : 91	
Assessment	Say for shapes are quadrilaterals; Check answers.			
Closing	I will say goodbye. Next time we will learn about performing art.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit : 6	Let's go to the circus!	Lesson:3	Page :92/93
Objectives	1- To learn about what performers can do. 2- To know and respect for diversity. 3- To ask and answer about circus person using "why". 4-To find information on a graph.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
Issues	Community participation- environmental responsibility.			
Values	Appreciation for art and skills - Respect for diversity.			
Skills	Respect for diversity – Creativity – problem solving.			
	Lesson Procedures			
Review	Greet the children and I will revise the circus person and shapes.			
Warm up	Do you like the circus? Why? Check their answers.			
Presentation New Vocabulary and structures.	Vocabulary: Teach these words using cards: funny – jump – move – everyone – happen – fly above - circus people - throw – rings and balls tally chart – bar chart. Language: Question: Who's your favorite circus person? Why? Answer: I love the clown because he is very funny! How many clowns are there? & There are six clowns.			
Refer To teacher's guide page	Pages 92/93			
Exercise	No1 :1/2		Page : 92	
Exercise	No2: 1/2		Page : 93	
Assessment	Who's your favorite circus person? Why? Check answers.			
Closing	I will say goodbye. Next time we will learn new sounds "ou ,ow".			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit : 6	Let's go to the circus!	Lesson:4	Page :94/95
objectives	1-To recognize and produce the letter sounds (ou), and (ow). 2-To find words with the sounds (ou), and (ow). 3-To read and write words have the sounds "ou , ow".			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Community participation- environmental responsibility.			
Values	Curiosity – Appreciation for science.			
Skills	Respect for diversity – Creativity – problem solving.			
	Lesson Procedures			
Review	Greet the children and I will revise animals and circus people.			
Warm up	Do you like the circus? Why? Check their answers.			
Presentation New Vocabulary and structures.	Vocabulary: cloud – mouth – mouse – pound – clown – cow –flower I will teach the new sounds using these words and teach the words using cards, then I will help them to find more words have these sounds and letters such as , count , house , shower – tower and check their answers and write the words on the board. Language: He's young fat clown. He is at the circus. He is very funny!			
Refer To teacher's guide page	Pages 94/95			
Exercise	No1 :1/2		Page : 94	
Exercise	No2: 1/2		Page : 95	
Assessment	Say words have "ou" sound and words have " ow" sound.			
Closing	I will say goodbye. Next we will learn about measuring length.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○





Date			
Period			
Class			



Contents	Unit : 6	Let's go to the circus!	Lesson:5	Page :96/97
objectives	1- To learn and use the scientific method. 2- To learn about making an experiment to find out information. 3- To measure the length of something using a ruler.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Community participation- environmental responsibility.			
Values	Curiosity – Appreciation for science.			
Skills	Respect for diversity – Creativity – problem solving.			
	Lesson Procedures			
Review	Greet the children then revise the circus people using adjectives.			
Warm up	I will ask them: What does your father look like? Check answers.			
Presentation New Vocabulary and structures.	Vocabulary: Dry – coin – experiment – check – guess- need – finger-drop – again- answer- put – count –stop – object – measure –length – ruler – how big? – wide - but. Language: * How many drops of water can we put on a coin? ** How big is it? *** Can we guess?			
Refer To teacher's guide page	Pages 96/97			
Exercise	No1 :1/2		Page : 96	
Exercise	No2: 1/2		Page : 97	
Assessment	Who's your favorite circus person? Why? Check answers.			
Closing	I will say goodbye. Next time we will revise this unit.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit : 6	Let's go to the circus!	Lesson:6	Page :98/101
objectives	1- To revise the language of the unit. 2- To talk about circus people and describe them. 3- To evaluate progress in this unit.			
Materials	Student book [ ] real objects [ ] The board [ ] C D [ ] Teacher's guide [ ] Flash cards [ ]			
issues	Community participation- environmental responsibility.			
Values	Curiosity – Appreciation for science.			
Skills	Respect for diversity – Creativity – problem solving.			
	Lesson Procedures			
Review	Greet the children then revise: How big is it? Can we guess?			
Warm up	I will ask them: What does the acrobat look like? Check answers.			
Presentation New Vocabulary and structures.	Vocabulary: piece –colored paper – scissors – picture – stick- robot- Revise the circus people: ringmaster- tent- throw – clown – coat – animal trainer – trapeze artist – juggler – acrobat –walk on a rope. Language: This is my picture. My robot has a square body and rectangle arms.			
Refer To teacher's guide page	Pages 98/101			
Exercise	No1 :1/2		Page : 89/99	
Exercise	No2: 1/2		Page : 100/101	
Assessment	Who's your favorite circus person? Why? Check answers.			
Closing	I will say goodbye. Next time we will revise the last three units.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents		Review :2	Lesson:1	Page :102/104
objectives	To revise the vocabulary and language from units (4 to 6).			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Awareness of rights and duties- environmental responsibility.			
Values	Respect - Independence - curiosity.			
Skills	Communication – Participation.			
	Lesson Procedures			
Review	Greet the children and I will revise the animals and circus people.			
Warm up	What's your favorite animal? Who is your favorite circus person?			
Presentation New Vocabulary and structures.	Vocabulary: Revise these words : cupboard - table - television- chair – clock – armchair – sofa- lion – hippo- penguin- elephant- panda- giraffe- lamp-lake- sea- bamboo forest- grasslands – zoo. Language: Q1: Who's he? & Q2: What does he look like? A1: He's a clown. & A2: He is tall and thin.			
Refer To teacher's guide page	Pages 102/104			
Exercise	No1 :1/2		Page : 102/103	
Exercise	No2: 1/2		Page : 104	
Assessment	Who's your favorite circus person? Why? Check answers.			
Closing	I will say goodbye. Next time we will revise all sounds in the last three units.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents		Review :2	Lesson:2	Page :105/107
objectives	1-To revise the letter sounds from units (4 to 6) * (air – ear – wh – ph – ou – ow). 2- To evaluate progress in units (4 to 6).			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Awareness of rights and duties- environmental responsibility.			
Values	Respect - Independence - curiosity.			
Skills	Communication – Participation.			
	Lesson Procedures			
Review	Greet the children and I will revise words from the last lesson.			
Warm up	Ask about circus peoples: Who's he? , What does he look like?			
Presentation New Vocabulary and structures.	Vocabulary: Revise these words and sounds: hair – chair – pair – ear - beard – photo – elephant - whale – white – where - when – cloud – mouse – mouth – pound – clown – cow – flower - furniture - animals - circus . Language: Describe an animal: Hi, I'm black and white. I live in the bamboo forests of china.			
Refer To teacher's guide page	Pages 105/107			
Exercise	No1 :1/2		Page : 105/106	
Exercise	No2: 1/2		Page : 107	
Assessment	Who's your favorite circus person? Why? Check answers.			
Closing	I will say goodbye. Next time we will read a beautiful story.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○





Date			
Period			
Class			



Contents	The reader	Malak's dream	Part:1	Page :108/115
objectives	1- To listen to and order a story about a dream of an Egyptian girl. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect diversity.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Respect for others.			
Skills	Communication – Problem solving.			
	Lesson Procedures			
Review	Greet the children, revise animals and furniture words.			
Warm up	Ask and check answers: What's your favorite animal? Talk about it.			
Presentation New Vocabulary and structures.	Vocabulary: dream – lip-reading – ASL "American Sign Language" – university - hearing aid – proud - teacher – clever- can't hear - sad - children- kind- unkind- understand- talk – deaf .I will teach these words using cards and get them to repeat I will get them to listen to the story, , I will check their opinions. Language: Malak can't hear well. She wears a hearing aid.			
Refer To teacher's guide page	Pages 108/115			
Exercise				
Exercise				
Assessment	Do you like the story of the Malak's dream? Why? Check answers.			
Closing	I will say goodbye. Next we will complete the story.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents	The reader	Malak's dream	Part :2	Page :116/123
objectives	1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect diversity.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non-discrimination for people with special needs.			
Values	Respect for others.			
Skills	Communication – Problem solving.			
	Lesson Procedures			
Review	Greet the children, and then revise the story.			
Warm up	I will get them to read the story to revise the events.			
Presentation New Vocabulary and structures.	Vocabulary: deaf – club- sign language – fun - children – people- friends – after .I will teach these words using cards and get them to repeat. I will ask them about the story and check their answers, I will get them to listen to the second part of the story, and argue about the story in groups, I will check their opinions. Language: They will play in groups to do the exercises in the book. I will give help if they need.			
Refer To teacher's guide page	Pages 116/123			
Exercise	No1 :1/2		Page : 120/121	
Exercise	No2: 1/2		Page : 122/123	
Assessment	Do you like the story of the Water Pump? Why? Check answers.			
Closing	I will say goodbye. We finish our course now, I wish you happy mid-year holiday.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯

